

***Department of
Career and Technical Education
Program Evaluation for Marketing Education***

Local Education Agency (LEA):

Reporting_Date

Completed_By:

Instructor:

Administrator:

S = A Strength

M = Meets Expectations

I = Improvement Opportunity

NA = Not Applicable

Standard One - Instructional Planning and Organization

- 1) To what extent does the instructional planning and organization provide adequate opportunity for occupational experience (shadowing, work-based learning, apprenticeship, cooperative education) for each student to develop the necessary skills and competencies needed for employment? (Suggest reviewing curriculum and annual instructional plan.)
- 2) To what extent is instruction directed toward appropriate and clearly formulated objectives developed with input from partnerships such as community, business and industry and local administration? (Suggest reviewing program objectives, curriculum and minutes from meetings.)
- 3) To what extent is a well-defined course description or syllabus on file that reflects the teaching of employability and occupationally related skills and is a copy give to each student at the beginning of the course? (Suggest reviewing course description and/or syllabus.)
- 4) To what extent does evidence exist pertaining to the students' attainment of objectives measured by an evaluation system that includes both school-based and work-based performance? (Suggest reviewing grade book and training plan/evaluation and/or student files.)
- 5) To what extent is curriculum enriched with related resources (audio-visuals, guest speakers, field trips, other community resources, CD-ROM)? (Suggest reviewing lesson plans to identify resources used to supplement curriculum.)
- 6) Describe the program's strengths for instructional planning and organization:
- 7) Describe the program's improvement opportunities for instructional planning and organization:

Standard Two - Instructional Materials Utilization

- 1) To what extent is the curriculum based on the State Standards and State Curriculum? (Suggest reviewing instructional materials.)
- 2) To what extent are instructional materials and equipment adapted to meet individual needs, interests and rate of learning? (Suggest reviewing materials to determine appropriateness and how they have been adapted.)
- 3) To what extent is appropriate instructional technology such as computer software, CD-ROM, videos and reference materials used to enhance instruction? (Suggest reviewing technology utilized for instructional purposes.)
- 4) To what extent are instructional materials available and being utilized to help students with employability skills and career opportunities? (Suggest reviewing career education resources and curriculum.)
- 5) To what extent does the curriculum ensure that student performance is measured on the basis of marketing competencies? (Suggest reviewing curriculum, teaching methodologies and student assessment methods.)
- 6) Describe the program's strengths for instructional materials utilization:
- 7) Describe the program's improvement opportunities for instructional materials utilization:

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Standard Three - Instructional Personnel

- 1) To what extent does the instructor hold the appropriate license/credential for Marketing Education? (Suggest reviewing instructor's license/credentials.)
- 2) To what extent does the instructor participate in career-technical conferences, professional association conventions, college courses, professional development meetings or other types of training? (Suggest reviewing instructor's technological and professional growth activities for the past year.)
- 3) To what extent does the instructor maintain memberships in related professional organizations? (Suggest reviewing instructor's professional organization memberships.)
- 4) To what extent does the instructor work cooperatively with other faculty, advisory committee and members of the community? (Suggest reviewing cooperative activities.)
- 5) To what extent are other school personnel utilized to meet the needs of students and programs? (Suggest reviewing services and resources available to assist students and the methods instructors and/or students access these resources.)
- 6) Describe the program's strengths for instructional personnel:
- 7) Describe the program's improvement opportunities for instructional personnel:

Standard Four - Enrollment and Student-Teacher Ratio

- 1) To what extent are enrollment and class sizes in compliance with the recommendations of the Department of Career and Technical Education guidelines? (Suggest reviewing enrollment by program for past three years and check class sizes.)
- 2) To what extent is the retention rate maintained at an appropriate level? (Suggest reviewing the number of students returning from the first year to consecutive years.)
- 3) To what extent are recruitment efforts focused on the needs, interests and career objectives of the students in response to the needs of the business community? (Suggest reviewing recruitment efforts with advisory committee.)
- 4) Describe the program's strengths for enrollment and student-teacher ratio:
- 5) Describe the program's improvement opportunities for enrollment and student-teacher ratio:

Standard Five - Equipment and Supplies

- 1) To what extent is the program adequately equipped to support the independent study needs of the largest class of students? (Suggest observing equipment and training stations in relation to students' study needs.)

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- 2) To what extent are equipment and/or supplies reflective of current and emerging technology used in business and industry? (Suggest reviewing budgets for updating and upgrading equipment with advisory committee and administration.)
- 3) To what extent is a current inventory of equipment and/or tools on file and updated annually? (Suggest reviewing equipment inventory.)
- 4) To what extent are procedures established and funds provided for replacement and/or immediate repair of malfunctioning equipment and/or tools? (Suggest reviewing procedures for repair and/or replacement of equipment. Review long-range plan and/or budget.)
- 5) Describe the program's strengths for equipment and supplies:
- 6) Describe the program's improvement opportunities for equipment and supplies:

Standard Six - Instructional Facilities

- 1) To what extent does the facility provide an environment conducive to learning and working? (Suggest observing)
- 2) To what extent is storage space functional and sufficient for instructional materials, supplies, equipment and projects? (Suggest observing resources and how they are stored.)
- 3) To what extent are facilities reviewed periodically and modified as needed to support enrollment in program developments and emerging technologies? (Suggest observing facility.)
- 4) Describe the program's strengths for instructional facilities:
- 5) Describe the program's improvement opportunities for instructional facilities:

Standard Seven - Safety and Sanitation Training and Practices

- 1) To what extent does facilities and safety requirements comply with local, state and federal safety regulations? (Suggest reviewing program health/safety equipment and training for compliance with OSHA.)
- 2) To what extent does equipment utilized meet all current state and federal safety and health regulations? (Suggest reviewing equipment available for use by students.)
- 3) To what extent does the facility provide adequate heat, light, ventilation, dust control and noise control to provide a safe environment for students? (Suggest reviewing facility.)
- 4) Describe the program's strengths for safety and sanitation training and practices:
- 5) Describe the program's improvement opportunities for safety and sanitation training and practices:

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Standard Eight - Program Advisory Committee and Community Relations

- 1) To what extent does the program's advisory committee meet as a group in scheduled meetings twice yearly, maintain minutes of each meeting, provide recommendations for program improvements and receive feedback on actions taken from recommendations? (Suggest reviewing most recent advisory committee minutes.) Minutes must be sent in each year to State Office.
- 2) To what extent does the advisory committee include representation from school personnel, local area career-technical school representatives, parents and appropriate community, business and industry personnel? (Suggest reviewing list of committee members.)
- 3) To what extent does the advisory committee assist with planning, implementing and the evaluation of the program through such activities as advising on curriculum, addressing industry needs and promoting the importance of the program? (Suggest reviewing minutes of recent advisory committee meetings.)
- 4) Describe the program's strengths for program advisory committee and community relations:
- 5) Describe the program's improvement opportunities for program advisory committee and community relations:

Standard Nine - Career and Technical Student Organization

- 1) To what extent is each student afforded the opportunity and encouraged to become an active member of DECA? (Suggest reviewing membership development and recruitment.)
- 2) To what extent are DECA activities an integral part of the instructional program? (Suggest reviewing how CTSO is incorporated into the instructional delivery system.)
- 3) To what extent is each DECA member provided the opportunity to attend and participate in local, district, state and national leadership, career and personal development activities? (Suggest reviewing chapter requirements for participating in district/state meetings, proficiency events, chapter activities, etc.)
- 4) To what extent does the DECA chapter and each member employ ethical practices and professional conduct while participating in organized DECA-related activities and events? (Suggest reviewing chapter practices.)
- 5) Describe the program's strengths for career and technical student organizations:
- 6) Describe the program's improvement opportunities for career and technical student organizations:

Standard Ten - Coordination Activities

- 1) To what extent are training agreements, training plans and other appropriate documentation signed and on file for each student enrolled in cooperative education? (Suggest reviewing documentation for each student participating in a work-based experience.)

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- 2) To what extent does an employer complete a written evaluation of student's progress for each grading period? (Suggest reviewing training plan/evaluation sheet.)
- 3) To what extent is there documented evidence of a minimum of one visitation per grading period to all training stations by the instructor? (Suggest reviewing coordination handbook.)
- 4) To what extent is time provided in the instructor's schedule to coordinate work-based learning (including time to visit students and employers at the work site)? (Suggest reviewing master teaching schedule.)
- 5) To what extent does each student have an opportunity to compile a resume, complete a job application, prepare for a job search and complete other relevant applications as a part of the instructional program? (Suggest reviewing career planning activities, internship placement practices and job search assistance.)
- 6) Describe the program's strengths for coordination activities:
- 7) Describe the program's improvement opportunities for coordination activities:

Standard Eleven - Special Populations

- 1) To what extent is your service area prepared to respond to the needs of special population students? (Suggest reviewing instructional methods and adaptations.)
- 2) To what extent is teaching/tutoring assistance available to special population students? (Suggest reviewing teacher observation, student schedules and staffing patterns.)
- 3) To what extent are facilities barrier-free to accommodate students with disabilities? (Suggest reviewing facilities for special features or modifications to accommodate students with disabilities.)
- 4) To what extent does the advisory committee provide input on innovative instructional techniques, learning systems and instructional aids as necessary for the success of special population students? (Suggest reviewing minute of recent
- 5) To what extent has your service area been successful involving special populations in career and technical student organizations? (Suggest reviewing CTSO membership.)
- 6) Describe the program's strengths for special populations:
- 7) Describe the program's improvement opportunities for special populations:

Standard Twelve - Educational Equity

- 1) To what extent does the service area recruit and retain nontraditional students? Note: Equal access to your classroom is presumed. (Suggest reviewing classroom/laboratory environment, enrollment practices, enrollment and retention statistics and CTSO membership.)

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- 2) To what extent does the service area ensure use of bias-free instructional materials? (Suggest reviewing texts, software and other media.)
- 3) To what extent does the service area's career education component feature nontraditional careers? (Suggest reviewing career fair activities, field trips, instructional media.)
- 4) To what extent is the service area's advisory committee gender balanced? (Suggest reviewing advisory committee membership.)
- 5) To what extent are students encouraged to participate in nontraditional occupational experiences? (Suggest reviewing job shadowing/internships/coop placements.)
- 6) Describe the program's strengths for educational equity:
- 7) Describe the program's improvement opportunities for educational equity: